TQ Occupational Specialism
Assessment process requirements

Version 1.3, 2025

Document revision history

Version	Summary of change(s)	Date
1.0	Original publication	December 2022
1.1	Minor changes made to wording	September 2023
1.2	Amendment of Moderation visit title, confirmation of activity visit purpose	January 2025
1.3	Addition of new section 2.5.1 on the use of Artificial Intelligence in assessments. Addition of new section 7.4.2. on the use of video conferencing programmes to present.	April 2025

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Introduction

Introduction

What is this document?

This document is a guide to the marking, standardisation and moderation process of Occupational Specialism as part of a T Level Technical Qualification.

It provides administrative information, guidance, and best practice.

The document covers the following:

- The marking and moderation process for the T Level Occupational Specialisms (OS)
- The standardisation process, including the mandatory standardisation gateway test
- The supporting forms and documentation to be submitted

Which assessments does it cover?

This guidance applies to all occupational specialism assessments which are externally set, internally marked and externally moderated by City & Guilds within the following T Levels:

- Building Service Engineering for Construction
- Onsite Construction
- Maintenance, Installation and Repair for Engineering and Manufacturing
- Engineering, Manufacturing, Processing and Control
- Design and Development for Engineering and Manufacturing
- Agriculture, Land Management and Production

It does **not** apply to the following occupational specialism assessments which are externally set and marked by City & Guilds within the following T Levels:

- Management & Administration

Section A
Administration

1. Administration

This section deals with the support and guidance resources available for providers delivering the T Level Technical Qualifications

1.1. Registration and booking assessments

Providers must ensure that all candidates, who they intend to enter for an Occupational Specialism (OS) assessment window are booked for the relevant assessment on Walled Garden. Learners who undertake assessments without being booked, risk delay or even disqualification of results.

Detailed guidance on how providers book the relevant assessment on Walled Garden is published in our Registration, Booking and Results Guide for T Levels here.

Key dates for registration and booking windows can be found in our Key Dates documents which can be found on our T Level Resource Hub under the 'Teaching, learning and planning resources' menu.

All bookings must be completed by the date specified in the key dates schedule.

1.2. Provider forms

These are the specific forms that providers must use during the marking, standardisation and moderation process.

Form	Description	Ratio
Practical Observation (PO) forms	Used by tutors/assessors to record candidate evidence of performance during practical observations.	One per candidate, per assessment.
Candidate Record Form (CRF)	Used by tutors/assessors to capture the justification for marks awarded, against each Assessment Theme (AT).	One per candidate, per assessment.
Peer Review Form (PR)	Used by candidates to carry out a peer review. Instructions for this are shared as part of the task within the assessor guidance (where required).	One per candidate, per assessment, where relevant
Declaration of Authenticity	Form signed by the candidate and the providers to demonstrate that the work is the candidate's own. It also holds information on the amount of support provided during assessment. These forms are generic.	One per candidate, per assessment.
Centre Standardisation Gateway Test and Standardisation Declaration forms	This confirms that a provider has undertaken internal standardisation for the marking of the assessment and have completed the standardisation gateway activity (test) using the published Guide / Grade Standard Exemplification Materials GSEMs. These forms are generic	One per cohort, per synoptic assessment
Personal Interest Form	Used to provide information relevant to moderation e.g. indication when a marker has a personal interest in a candidate (for example a parent or other relation), if required. These forms are generic.	One per candidate, per assessment, where there is a 'personal interest'

1.3. Moderation Portal

The Moderation Portal is the online administration platform used by providers and City & Guilds to facilitate the moderation of the occupational specialism.

All providers delivering T Levels are provided with access, via secure login, to the Moderation Portal. City & Guilds Moderators also have access to the platform to view centre marks and candidate evidence.

The Moderation Portal Centre User Guide, available via the T Levels Resource Hub, contains detailed information on how to use the platform.

Providers are also encouraged to access recorded training videos on how to use the Moderation Portal, provided through the resource hub.

1.4. Access arrangements and reasonable adjustments

Access arrangements allow candidates with special educational needs, disabilities or temporary injuries to access assessments, through the use of readers, scribes and Braille question papers, for example.

Access arrangements must be requested and agreed before an assessment takes place.

Further information is available on the Centre Document Library under the ‘Access Arrangements’ menu.

1.5. Special consideration

Where a candidate’s performance is materially affected by adverse circumstances beyond their control, they may be eligible for special consideration.

Please ensure you review the information available on the Centre Document Library under the ‘Access Arrangements’ menu first. The form to submit a request for special consideration is also available on this page.

1.6. Assessment materials

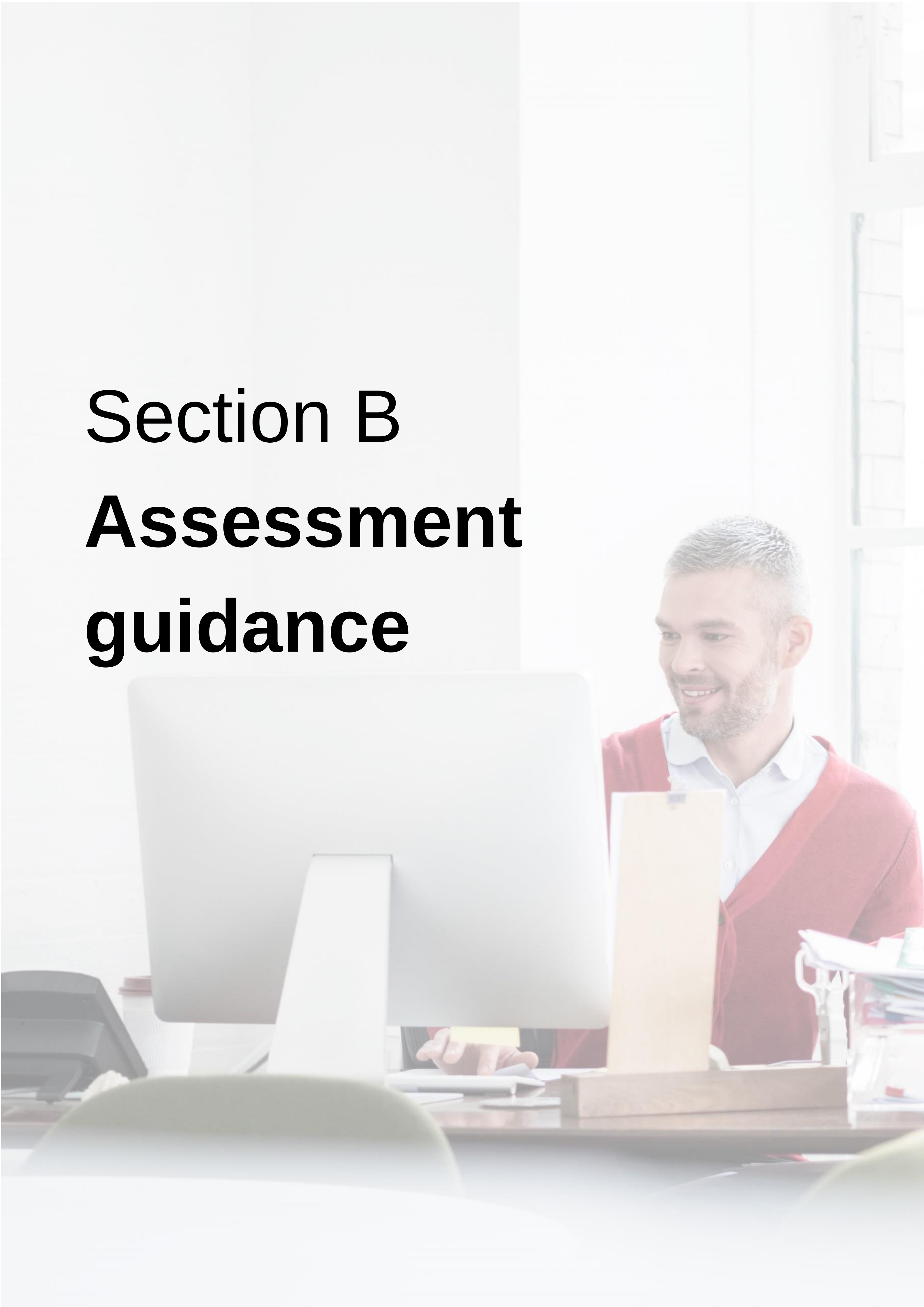
Live assessment materials for all T Level Technical Qualifications are published in the T Level Service Portal and are only available to those providers in delivery with active bookings.

As well as assignment briefs, task details and information on the types of evidence that candidates must produce, they include instructions on the timings and conditions of assessment and marking grids.

It is very important that tutors/assessors familiarise themselves with the contents of all relevant assessment materials prior to assessments taking place.

Live assessments must not be used as practice materials. Providers can find a range of sample assessments and previous assessment (where available) material on the relevant qualification page in the documents tab.

Section B
Assessment guidance



2. Assessment

This section provides guidance for tutors / assessors on marking the occupational specialism for the T Level Technical Qualification.

2.1. Evidence collection

The collection of high-quality evidence that clearly demonstrates candidate abilities and supports the awarding of marks, is an essential part of the assessment process for the occupational specialism.

Assessors must be able to clearly link available candidate evidence to the marks they have awarded and demonstrate this in their recorded evidence.

Candidate evidence

Candidates must produce valid evidence for accurate marking to take place. This means the evidence must contain information demonstrating their ability in the areas of performance that matter for the assessment. The evidence must be independently produced without feedback from the tutor.

Candidate evidence must be captured in a suitable format for remote moderation, as specified in the practical assignment assessor pack. Providers should also consider the practicalities of uploading this evidence to the Moderation Portal.

Candidate evidence must be retained and stored securely by the provider during the assessment window. Once the marking has been completed, the marks and candidate evidence are then submitted through the Moderation Portal. The moderator may also request additional evidence as part of the moderation process. In these instances, centres must provide this information within **3 working days**. Any delay in Moderators receiving the appropriate evidence will have an impact on the moderation process and will result in candidate results being issued after the timetabled result date. For this reason, it essential that there is a point of contact at the centre that can coordinate a prompt response to any additional requests, including during the summer holiday period.

Please note - additional candidate evidence may be requested to support with the Awarding process, or if a review of moderation/appeal is submitted, and so all candidate evidence must be retained until candidate results have been issued and the ‘Review of Marking/Moderation’ deadline has passed.

Types of candidate evidence

The type of evidence will vary depending on the type of performance being judged, and it is important that it captures the aspects of performance that are valuable indicators of quality.

For some types of performance, the actions and interactions of the candidates are important to observe, whereas in others it is the quality of the final product.

Required forms of evidence are specified in the assessment packs for each occupational specialism and are described as ‘What you must produce for marking’ and/or ‘Additional evidence of your performance that must be captured for marking’.

Additional information can be found in task instructions for centres and centre guidance in the assessment packs.

2.2. Observation evidence

Where the tutor is required to carry out observation of performance, detailed and descriptive notes **must** be recorded on specific Practical Observation (PO) forms.

The number of candidates an assessor will be able to observe at one time will vary depending on local conditions relating to:

- monitoring and maintaining safety during assessment
- any specific hazards related to the task that pose a risk of harm in relation to the competence of the candidate
- availability of supervisory staff to support the assessor
- the practicalities of collecting evidence
- the complexity of evidence collection for the task
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter which may be eased through staggered starts etc
- local conditions e.g. layout of the assessment environment and sufficient assessor line of sight to task activity throughout the assessment period
- amount of additional support available (e.g. to capture image/video evidence)
- availability of suitable workspaces/bays or of shared resources and equipment.

Providers are advised to trial the planned arrangements during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straightforward observations, with favourable local conditions and support, (and unless otherwise specified) no more than six candidates will be observed by a single assessor at one time, and the number will usually be fewer than this maximum particularly where safety and/or close observation are required. The key factors to consider are the logistics of collecting sufficient evidence and ability to remain working safely in the assessment environment.

A timetable of assessments and layout of the workspaces, detailing:

- the candidates being assessed at each workstation,
- the assessor(s), and
- support staff present

must be available for the moderator on request.

Observation notes

Observation notes form part of the candidate's evidence and must capture evidence of candidate performance during the practical tasks describing how well the activity has been carried out, rather than stating the steps/actions, the candidate has taken. The notes must be very descriptive and focus on the quality of the performance that are notable in relation to the quality indicators in the marking grid. They must provide sufficient, appropriate evidence that can be used by the assessor (and moderator) to mark the performance using the marking grid.

These descriptions will be used, along with any photographic and video evidence to choose the relevant marking band and mark within the band so that candidates can be reliably and validly differentiated based on their performance. Evidence captured in the observation form must give the necessary information to enable the final assessment of the task at a later date. This is to allow a holistic judgement to be carried out after all evidence for the task is available, at which point full consideration of how the candidate has applied both their skills and their knowledge during the practical can be given. It also provides suitable evidence for fair and accurate moderation to take place.

Identifying what it is about the performances that is different between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However, qualitative comments on how well they do it, and quantitative records of accuracy and tolerances would allow differences in performance to be judged.

The assessor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

Assessors should ensure that any required additional supporting evidence (e.g. photographic/video) can be easily matched to the correct candidate, are clear, well-lit and showing the areas of particular interest in sufficient detail and clarity for assessment (i.e. taken at appropriate points in production, showing accuracy of measurements where appropriate).

As far as possible, candidates must not be distracted, or their performance affected by the process of observation and evidence collection.

Video and photograph evidence

The assessment packs for each assignment identify the minimum candidate and assessor evidence requirements to support marking and moderation. For the occupational specialism assessment, ephemeral evidence (e.g. areas of candidate performance that may be hard to capture with photographs and assessor notes alone) plays a significant part of the practical assessment. In this case City & Guilds will clearly prescribe where the use of video evidence capture is necessary for practical assessment components (e.g. specifying exactly which elements of the practical must be videoed, or photographed), and any technical specifications for these forms of evidence (e.g. length of videos, maximum file sizes etc.) will also be supplied. Photographic and video evidence must be submitted along with the written candidate evidence and assessor evidence (PO forms) as described in the additional evidence section of the task.

Any video evidence must meet these minimum requirements, in order to be considered by moderators. The ability of the moderators to take this evidence into account may be impaired and delay the moderation process if the requirements are not met. Therefore, any risks to capturing this evidence should be mitigated, e.g. checking the quality of the video and photographic evidence prior and during the assessment activity.

Assessors must ensure that this evidence can be easily matched to the correct candidate and task, is clearly recorded, well-lit and shows the areas of particular interest in sufficient detail and clarity for assessment (i.e. filmed at appropriate points in production, showing accuracy of measurements where appropriate).

The qualitative written evidence provided by assessors must clearly identify the parts of the video that are being referred to, when used as supporting evidence. Using a timestamp for this is recommended.

2.3. Minimum evidence requirements

There are two sections in the occupational specialism assessment that list the minimum requirement of evidence that needs to be collected in order to accurately mark the assessment, and also submit for moderation:

- *What the candidate must be produced for marking*
- *Additional evidence of candidate performance that must be captured for marking.*

Evidence produced during assessment above these can be still be submitted, as long as it is relevant, has been produced under controlled assessment conditions and will be of use for the marking and moderation process.

While technological methods which support the capturing or creating of evidence can be helpful, e.g. pin board style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost, deleted or amended after the end of the assessment period (e.g. screen prints, image files or pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the providers responsibility.

Please note - Combining candidates' individual pieces of evidence into single files or zip files will make evidence management during internal marking more efficient and will simplify the uploading of the evidence for moderation. However, it is imperative that all files are clearly labelled and can be easily identified by both a centre assessor and/or moderator.

Where the minimum evidence requirements set out in the assessment have not been provided for the moderation process by the published deadline, or the quality of evidence is insufficient to make a judgement, the moderation (and any subsequent adjustment) will be based on the evidence that has been submitted.

Where it is not possible to moderate due to insufficient evidence, we will contact the provider to inform them and discuss the likely outcome. This may result in either a significant adjustment needing to be made to the mark submitted or a mark of zero being applied.

2.4. Preparation of candidates

Candidates should be aware of which aspects of their performance will help them to achieve higher marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment (although, for the avoidance of doubt, this level of assistance must **not** be carried out during live/summative assessment).

Although candidates will not have access to the marking grids during the assessment, candidates should be aware of what higher and lower performance looks like by referring to and formatively being assessed against band descriptors as part of their learning programme.

During the learning programme, direct tutor instruction in how to approach tasks through modelling, support, guidance and feedback are critical. However, gradual removal of this support is necessary in preparation for summative assessment. This support is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to.

Please refer to the teaching, learning and assessment guide available on our T Level Resource Hub under the 'Teaching, learning and planning resources' menu for further information on preparing candidates for the assessment.

2.5. Guidance on assessment conditions

The assessment conditions that are in place for the occupational specialism are to:

- ensure the rigour of the assessment process,
- provide fairness for candidates, and
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

These do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up the assessment must be completed under the specified conditions. This is to ensure authenticity, prevent malpractice and to assess and record candidate performance in the tasks. It is the providers responsibility to ensure that local administration and oversight gives the assessor sufficient confidence to be able to confirm the authenticity of the candidate's work.

2.5.1. Use of Artificial Intelligence (AI)

Students should be reminded that the purpose of the Employer-Set Project is to reflect their own abilities at responding to and generating evidence for the tasks. AI misuse constitutes malpractice which may result in malpractice sanctions for the student involved. Centres should ensure students are aware of the guidance on the use/misuse of AI.

What is permitted

AI may be used by a student as a source where use of the Internet is allowed for a research task or where production of evidence is allowed outside of controlled/supervised conditions. You must check the relevant Employer-Set Project assessment pack/guidance for information on what is permitted for each assessment. The student must be able to demonstrate that the work is their own. Where students use AI, they must acknowledge its use and show clearly how they have used it. How students have decided to use it could impact on the overall mark they are allocated.

What is not permitted

AI misuse is where a student uses an AI tool in an assessment or fails to appropriately reference it in an assessment where Internet use is permitted.

Examples include the following:

- Copying sections of AI-generated content so that the work is no longer the student's own will be treated as plagiarism.
- Copying whole responses of AI-generated content will be treated as plagiarism.
- Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice.
- Failing to reference use of AI tools when they have been used as a source of information.
- Incomplete or poor referencing of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures.

We encourage centres to read and reference this guidance. The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification.

2.6. Security and authentication of candidate work

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over several sessions, the assessor must ensure candidates and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session. If candidates are given access to network/cloud storage for the saving of work, access must be removed from candidates where a task is split over a number of sessions and the candidate is unsupervised.

Candidates and assessors are required to sign declarations of authenticity. The relevant form is included in this assessment pack and must be signed after the production of all evidence.

Please note - where the candidate and/or assessor is unable or does not confirm authenticity through signing the declaration form, the work will not be accepted for moderation and therefore a mark will not be issued.

If any questions of authenticity arise during moderation, the provider will be contacted by the moderator and/or the quality team to provide justification of authentication. This will include where any signatures are missing.

2.7. Accessibility and fairness

Access arrangements allow candidates with special educational needs, disabilities or temporary injuries to access assessment. Access arrangements must be requested and agreed before an assessment takes place.

Where a candidate's performance is materially affected by adverse circumstances beyond their control, they may be eligible for special consideration. Please ensure you review the information available on the Centre Document Library under the 'Access Arrangements' menu first. The form to submit a request for special consideration is also available on this page.

Assessors can support access where necessary by providing clarification to any candidate on the requirements or timings of any aspect of this assessment. Assessors should not provide more guidance than the candidate needs as this may impact on the candidate's performance (see the 'guidance and feedback during the assessment' section below).

All candidates must be provided with the environment, time frame and resources that allows them reasonable access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this assessment, the assessor must ensure that no candidate is disadvantaged as a result of the performance of any other team member, If a candidate is distracting or their lack of contribution is preventing another candidate from fully demonstrating their skills or knowledge, the assessor must intervene.

2.8. Guidance and feedback during the assessment

To support centre file management, assessors may specify a suitable file format and referencing format for candidates to use when storing evidence (unless otherwise specified, for example if file naming is an assessment point for the assignment). Guidance must only support access to the assignment brief and must not provide feedback for improvement. The level and frequency of clarification and guidance must be:

- recorded fully on the Candidate Record Form (CRF),
- taken into account along with the candidate's final evidence during marking, and
- made available for moderation.

Assessors must not provide feedback on the quality of candidate performance or how the quality of evidence can be improved. This may be considered malpractice, and would have a detrimental impact on the candidate(s). However, this does not apply if the assessor is required to ask questions as part of the assessment process. Such requirements will be specifically stated within assessment guidance.

Assessors should provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Please note - candidates can rework any evidence that has been produced for each task **during** the time allowed.

Assessors should check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

The information on the guidance given must be captured on the CRF. It is part of the evidence that must be taken into account, along with all other evidence for the task, when marking. It is up to the assessor to decide if the guidance the candidate has required suggests they are lacking in any performance outcomes and consider the severity of the issue when applying the marking criteria. The assessor must record where and how guidance has had an impact on the marks given, so this is available for moderation and should any queries arise.

What is, and is not, an appropriate level of guidance?

The assessor should intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should only take place once the assessor has prompted the candidate to check that they have covered all the requirements. Where the assessor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error. Where this occurs, ensure full details are recorded on the relevant forms (PO form and the CRF).

The assessor should not provide guidance if the candidate is likely to correct any issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given. The more assessor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.

The assessor must not provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

The assessor must not produce any guidance, templates, tick sheets, proformas, work logs etc. unless otherwise stated in the assessment centre guidance. If templates are provided by City & Guilds as part of the assessment, these are not to be adapted but must be provided to candidates either electronically or as paper based as appropriate. Compliance of this requirement will be checked at moderation.

Section C
Marking guidance

3. Marking

3.1. Guidance on marking

Providers should refer to the relevant occupational specialism assessment pack for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The Candidate Record Form (CRF) is used to record:

- details of any guidance or the level of prompting the candidate has received during the assessment period
- notes bringing together relevant evidence from across tasks during marking
- summary justifications when holistically coming to an overall judgement of the mark for each performance objective and overall
- if an assessment has to be stopped on the grounds of health and safety or if a candidate has been working in an unsafe manner.

The Practical Observation form (PO) is used to record:

- descriptive information and evidence of candidate performance during an observation.

3.2. Carrying out marking using assessment themes

The process of marking each assessment theme is iterative and should follow the process below which will become more instinctive over time as the descriptors become familiar. It is recommended to refer to these frequently however, so the standard does not unintentionally drift over the marking period.

The indicative content gives an indication of the expected content parameters the candidates' task outputs or performance are likely to cover, and which aspects of the evidence are relevant. It is not exhaustive, and an acceptable performance may be more in-depth in some areas rather than fully cover the range indicated or deviate into relevant areas of performance not listed.

The specific task evidence listed within the assessor pack and marking grid must be used to make a judgement on performance in relation the specific assessment theme.

The assessment tasks guide the production of valid evidence under appropriate conditions for assessment. Candidate evidence from a range of tasks may contribute to the marking of a single assessment theme, or from a single task to more than one assessment theme. In this case different aspects of the evidence are being considered for each theme and need to be judged against the marking descriptors specified in the assessment themes independently of each other.

In some cases, the quality indicators looked for in the judgement may naturally be more strongly evidenced in one piece of evidence than another. For instance, more formulaic/prescriptive forms of evidence may not be able to generate evidence of higher levels of performance, so this evidence would need to be looked for in the other forms of evidence. This means that where a range of evidence is to be assessed, it should be treated as a single package of evidence for the purposes of marking even if generated through different tasks.

3.3. Timing of marking

As some assessment themes require the triangulation of a number of pieces of evidence, marking cannot take place until after all of these are available. This does not however mean that all marking needs to take place after all candidates have completed the whole assessment.

Also, it is possible to begin recording the notes that will justify the marking for some assessment themes as evidence is produced, with the final mark only being decided once the complete range of evidence is available. This is particularly the case if later evidence is more confirmatory, and the earlier evidence is sufficiently informative for the qualities being assessed to make this a useful exercise.

Through planning, it should be possible to identify any evidence that can start being reviewed earlier, and the assessment themes which could be scheduled for earlier completion of marking (e.g. while observation evidence is fresh in the mind should this be helpful). Care must of course be taken to ensure any evidence required by candidates to progress with another task are available for that task to take place.

In addition, a sense check must take place across marking for each assessment theme, and across assessors, at the end to ensure marking has not drifted during the period. This may take the form of comparing candidate work to check that the ranking of quality of evidence matches the ranking of marks. Where there are discrepancies marking should be checked for accuracy. These checks should be the responsibility of the Internal Quality Assurer and undertaken as part of the providers Internal Quality Assurance strategy.

3.4. Provision for reworking evidence

If, during the completion of the task, a candidate is unhappy with the quality of a specific piece of work, they may choose to restart and rework the evidence during their normal allocated time for a task, before it is handed in for final marking by the tutor. This may demonstrate insight and evidence of knowledge or attention to detail, which should be captured in tutor evidence and reflected when the work is being marked.

The impact of reworking evidence will vary depending on the nature of the task and evidence being produced. A rework at the design stage may have minimal impact on time available to complete the assignment. However, reworking at the practical stage is likely to have a much bigger impact.

For example:

- Restarting the production of an artefact from scratch increases the quantity of materials used which will impact cost-effectiveness.
- Asking to redo a service would have an impact on the customer, as well as resources.

Tutors should record the candidate's actions in the Practical Observation (PO) form. Any impacts should be considered when marking and recorded in the Candidate Record Form (CRF). The same applies to any acceptable support given to the candidate. Tutor support may focus on supporting the candidate in accessing and keeping on track with the assignment but must not provide specific feedback on quality of work. The relevant assessment pack will contain details of the level of support and/or any guidance that is permitted.

In these instances, the tutor must indicate what, if any, additional support and/or guidance has been given to the candidate on the relevant forms. For example, during the practical the tutor should record any notes on the Practical Observation (PO) form for reference, but these should then be summarised when completing the Candidate Record Form (CRF) and noted on the Declaration of Authenticity where appropriate.

3.5. Process for each assessment theme

When marking each of the assessment themes, providers may find it beneficial to follow this process in determining the relevant marking band and awarding the final mark:

Identify → Select → Award → Justify

Identify

- Identify the range of evidence relevant for making the judgement – this is indicated in the marking grid for each assessment theme (AT).
- Scan/read the candidate evidence, any notes on the CRF (e.g. regarding level of support/guidance recorded), evidence captured by the assessor and the indicative content and band descriptors in the mark scheme.
  Note: For any warnings given during the assessment, the actions that have led to that warning must have been detailed on the CRF so they can be considered along with the other evidence when applying the descriptors in the mark scheme.

Note: The evidence contained on the CRF must be considered and a judgement made on the level of performance the candidate has independently demonstrated – this will vary depending on the level of support detailed on the CRF (i.e. consider all relevant evidence and then judge the appropriate mark).

Select

- Make an initial assessment of the required evidence as a whole (acknowledging uneven performance across evidence), considering each band in turn and the level of performance described in the context of the knowledge and skills in the indicative content to make a balanced judgement of the best band to use as a starting point.
- Read the evidence and review it against the band descriptor in more detail, deciding if the response is securely sitting within the band, i.e. all quality characteristics described by the band descriptor are seen, and strongly meets the level of performance described by the descriptor holistically (i.e. across the range of relevant evidence):
    - Check the descriptor for the level above, if the evidence clearly shows some of the characteristics of the higher band, select a suitable mark at the bottom of that band.
    - If it is **not** showing characteristics of the higher band revert to the original band, select a mark at the higher end of that mark range.
- If the response is not securely in the band, but is partially showing the characteristics of the band:
    - check the descriptor of the level below
    - decide on a suitable mark either at the bottom of the original band as some characteristics shown, or top of the lower band if it better describes the quality of the characteristics being shown.
- If the response is largely meeting the band, with only a few concerns, and is not showing characteristics aligning with the higher or lower bands, the appropriate mark is likely to be in the middle range.
- If there is no alignment with the descriptor, reassess the starting band, and begin again.

Award

- Based on the level of alignment with the descriptor, confirm the final mark within the band, bearing in mind that the available marks form an evenly distributed scale:
    - if the quality of response fully aligns with the performance described by the descriptor – assign a high mark within the band
    - If the quality of the response partially aligns with the performance described by the descriptor – assign a low to medium mark within the band
- Consider the quality compared to a range of similar responses (e.g. relevant annotated training material exemplars, responses reviewed during standardisation, and through experience)

- Choose a mark on the point on the scale that would give an appropriate ranking for the assessed piece of evidence in relation to this information and in comparison, with that of the rest of the cohort for that assessment theme.

Justify

- Provide a clear justification on the CRF, based on the process above, for both the selected band and the final mark awarded.
- The justification should refer to the relevant descriptors within the band, and how the evidence meets these descriptors.

Section D
Standardisation requirements

4. Standardisation

Internal standardisation for the occupational specialism is vital in ensuring that provider marking is consistent, reliable and accurate. Where provider marking is not standardised, there is an increased risk that the moderation process will result in adjustments being made, so it is an important process to understand and implement.

As part of the standardisation process, all providers are required to carry out a mandatory formal standardisation activity, known as a gateway test. The requirements for the test are set out in section 4.2 and providers are required to provide evidence of this activity as part of the submission process prior to moderation. Whilst this is mandatory, it does not mean providers cannot supplement the test with additional standardisation activity, in fact this is encouraged.

It is the lead assessor / IQA's role to ensure standardisation takes place and to ensure a common standard has been agreed and is being adhered to during marking.

4.1. Pre-standardisation

It is recommended that all tutors are included in early discussions around the use of the marking grid, whether or not they have an assessor role, in order to understand the basis of marking for the occupational specialism. This way they can help candidates to prepare for summative assessment by;

1. Practising bringing their skills and knowledge together to complete a problem
2. Helping them learn how to explain and justify their choices in terms of subject knowledge

Markers must be familiar with the marking grid, to ensure they are clear about the different assessment themes (ATs) and how they may show up in candidate evidence for their relevant subject area. If more than one marker is carrying out marking at the centre, this process should be carried out as part of a group activity to ensure all markers are clear and in agreement.

It may be useful at this stage to discuss how to support and manage candidates through the assessment, without providing feedback on quality.

Tutors should also discuss what makes evidence valid, and the practicalities of evidence collection (especially photographic/video evidence and records of ephemeral evidence).

Consideration should be given to the following:

- How evidence will be captured
- How to identify which video recording and/or photograph belongs to which candidate and how to annotate to show the task number and any details such as 'before' 'during' or 'after' (e.g. a card showing candidate name and the date could be provided and kept in shot for each photograph or at the start of a video recording
- Any file naming conventions that will be used to ensure easy identification of evidence to be uploaded for the moderation sample – these are clearly set out in Section 7

- How to ensure that candidates capture the right evidence with photographic evidence
- Whether there needs to be someone with a specific role of capturing photographic and/or video evidence in addition to the marker (i.e. what additional support staff are required to facilitate the assessment)
- How to ensure that notes about the candidate's performance are descriptive in a way that supports qualitative judgements by the markers, but also by moderators. For example, tick lists or pre-set phrases or scenarios which are then circled are **not** appropriate.

Provider markers should come together earlier in the year to trial the practicalities of capturing relevant, appropriate evidence and using the marking grid from the assessment pack. Providers can use the sample occupational specialisms, published to the relevant qualification page for these purposes. Candidate evidence from a formative task could be used for pre-standardisation activities such as this.

4.2. Gateway test (mandatory standardisation activity)

As mentioned above, providers must carry out a mandatory standardisation activity, which is known as the standardisation gateway test. This activity should be delivered within the centre, using the guidance below, as a method to 'test' internal assessors on the following;

- Holistic understanding of the assessment and marking process
- Correct use of the relevant documents (Practical Observation (PO) form, Candidate Recording Form (CRF) etc)
- Ability to accurately mark the assessment, selecting the right band descriptor for the assessment theme (AT), awarding and justifying a mark.

How to carry out the activity

The standardisation gateway test should be planned in advance, prior to any marking or standardisation taking place for the live assessment.

Please note – the gateway test does **not** remove the need for centre standardisation of marking during the marking and IQA of the live assessment materials. The test is designed to support this process in advance, providing a method to 'check assessor understanding and ensure they are clearly aligned (standardised).

Providers will need to obtain the training materials, published on the qualification page for the occupational specialism. These are explained in further detail in Section 4.3 below.

Step	Activity
Step 1 Set a date	Prepare a date for the standardisation gateway activity (test). This must be prior to any marking or standardisation taking place for the live assessment. All assessors and internal quality assurers (IQAs) should be assembled for this activity.
Step 2 Prepare the materials	Prepare the relevant documentation for each assessor/IQA: • Copy of the centre standardisation pack for the Occupational Specialism • Copy of the marking guide • Copy of the threshold competence and distinction Guide / Grade Standard Exemplification Material (GSEM) for each assessor • Blank copy of the Candidate Record Form (CRF) for the assessment
Step 3 Carry out the activity/test	On the day of the activity (test), **Part 1** The lead IQA should deliver an initial training session to the team, using the marking guide for the occupational specialism (prepared by the Principal Moderator). **Part 2** The team should then be provided with a copy of the threshold competency GSEM alongside the respective standardisation pack. They will also need a copy of the blank CRF. Using the GSEM and the marking guide, each assessor should re-mark the GSEM, as they would in a real assessment setting. Dependent on the size of the team, you may wish for assessors to work independently or in small groups. **Part 3** Assessors and IQAs should then re-group to review the marking of the first GSEM. This is where the centre standardisation pack comes in. This should be used to compare the centre assessor marks to the ones produced by the Principal Moderator. The activity should focus on any areas where centre assessors are not aligned with the standardisation pack and why, helping to 'standardise' **Part 4** Once the review and standardisation has taken place using the first GSEM (step 2 and step 3 above), the assessors should then repeat the activity again using the second GSEM, which is for a distinction grade. All assessors should mark the second GSEM individually. **Part 5** Assessors and IQAs should then re-group for a final time, reviewing the second GSEM against the centre standardisation pack. It is the lead IQA's responsibility as part of this activity to ensure that assessors are aligned as far as possible. Any concerns should be noted and remedial action taken to address these, including further assessor support and scrutiny of marking when it comes to the marking of the live assessment.
Step 4 Complete the declaration form	The Lead IQA should complete the gateway standardisation test declaration form upon completion of the test/activity. They should ensure all material from the activity/test is retained, as it will need to be provided as part of the submission process in May.

4.3. Materials for standardisation

City & Guilds provides qualification specific materials for providers to use to carry out standardisation activities. These materials are published to the relevant qualification page, within the documents tab and under the assessment materials drop-down menu.

Providers must use the standardisation materials with all markers to ensure familiarity with the marking process, carrying out the mandatory formal standardisation activity (gateway test) as set out in the above section, using the documents outlined below.

The documents provided are;

Guide / Grade Sample Exemplification Materials (GSEMs)

These are sample assessment materials that refer to the relevant occupational specialism assessment. The aim of these materials is to provide providers with examples of knowledge, skills and understanding that attest to either threshold competence (pass) or distinction grade.

There are two GSEMs published for each occupational specialism; pass and distinction. The examples provided within the GSEMs do not reflect all evidence from the sample assignment- as the focus of the material is on exemplifying the quality and standards that need to be achieved rather than the breadth and volume of exemplar evidence provided.

Whilst they are representative of the expected quality of performance for the grade, it is important that providers do not use the GSEMs in such a way that guides the production of evidence for a live assessment. Providers should instead refer to the specific assessment guidance and other sources of support provided by City & Guilds, supplemented by this document.

Marking guides

City & Guilds also publishes a guide to marking for each occupational specialism. These are produced by the Principal Moderator for the subject area.

These are particularly useful as they are specific. They provide;

- a general overview of the occupational specialism and its content
- information on the assessor pack
- support provider understanding on how to apply the marking process and using the marking grid
- assist in providers becoming more familiar with the assessment documentation and evidence types.

Centre Standardisation packs

These are produced by the Principal Moderator and supplement the two GSEM documents. Providers should use these to support assessors in helping to:

- **Identify** the evidence within the GSEM that supports the assessment theme (AT)
- **Select** the band using the band descriptors for the AT
- **Award** a mark within the band supported by the evidence available
- **Justify** the awarding of marks through the holistic commentary in the CRF.

Providers are strongly encouraged to refer to these materials on a regular basis.

4.4. Standardisation for the live assessment

As well as the standardisation gateway activity (test) which providers must carry out, providers still need to ensure standardisation takes place of all assessors and IQAs as part of the standard procedure for the live assessment.

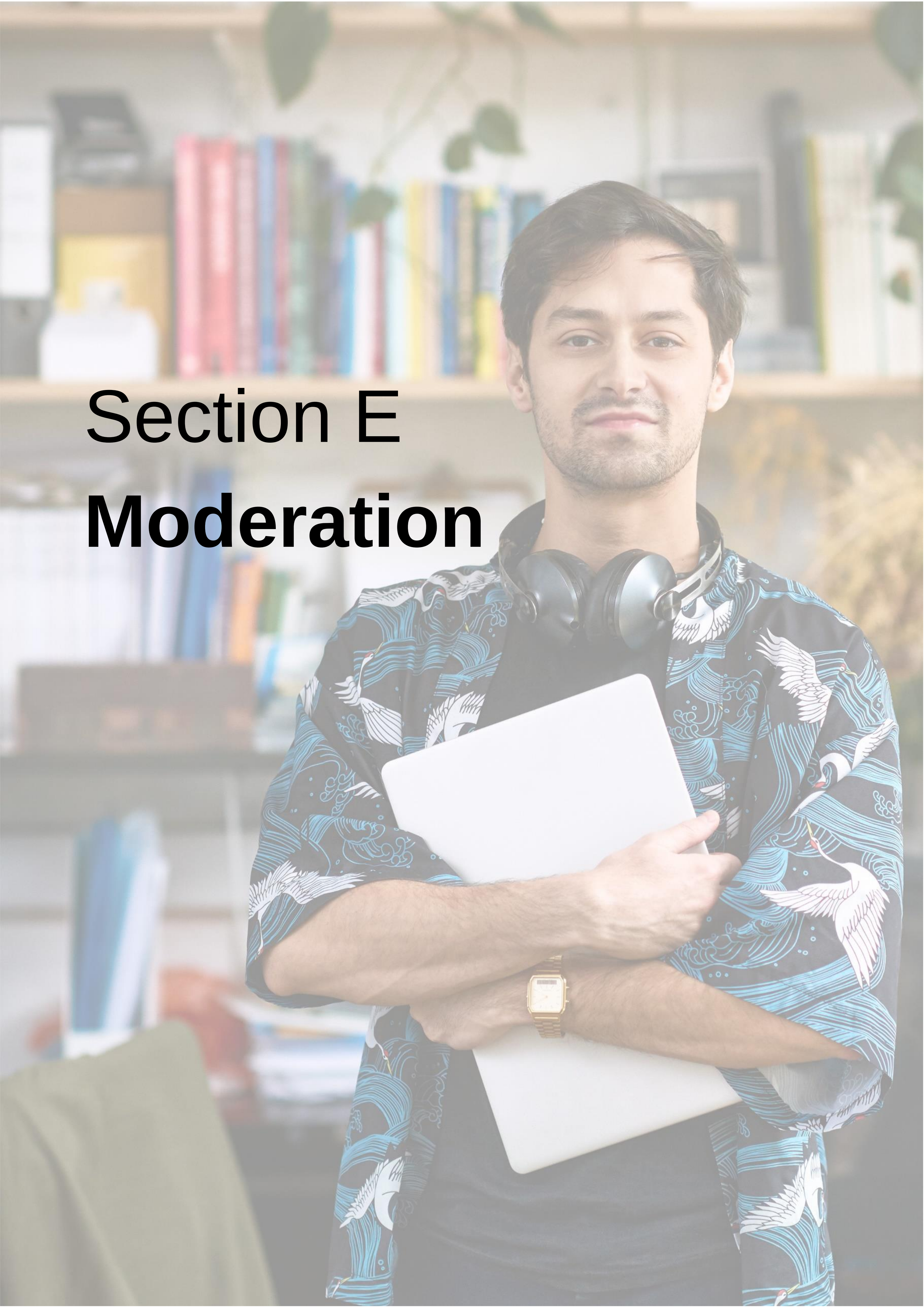
The internal standardisation process is as follows:

- Standardisation is required for each assessment and must include all markers.
- Standardisation must take place once live assessments have been completed
- Individually, markers should mark the complete range of evidence from a selected sample of candidates (providers should consider a starting sample of 2 candidates). Markers should record their marks and justifications the Candidate Record Forms (CRF).
- Where there are discrepancies in marks given, markers should examine these collectively. They may find it useful to refer to the commentary in the standardisation materials (GSEMs, marking guide and centre standardisation pack) to come to a consensus in agreeing marks. However, remember these standardisation materials are not specific to the live assessment.
-
- Markers are encouraged to keep notes during standardisation and develop shared reference material to support them in maintaining the agreed standard throughout marking.
- Once the standard has been agreed, further common pieces of evidence should be marked to confirm closer agreement has been reached.

4.5. Post-marking review

Following the completion of marking, but prior to submitting the marks and evidence for moderation, providers may find it useful to review some candidates marked by different assessors, who have received the same or similar marks to confirm the work is of the same standard. This may help identify any issues with standardisation.

It is important that any issues identified are dealt with prior to submission for moderation, as where marking is found to be inconsistent or inaccurate, marks will be adjusted.



Section E
Moderation

5. Occupational Specialism visit

For some occupational specialisms ephemeral evidence plays a significant part in the assessment and evaluation of candidate performance. Therefore, the quality of the evidence collected by tutors during the practical assessment is vital.

City & Guilds may carry out an Occupational Specialism visit to monitor the implementation of the assessment, manage risk and allow the moderator to observe elements of the live assessment. Providers will usually receive an Occupational Specialism visit in the first year delivering the occupational specialism, following this they will be carried out on a risk-based approach.

The objective of the visit is to -

- Monitor the Provider is delivering the Occupational Specialism in line with the outlined assessment requirements, and that the environment, materials and resources provided to the learners are fit for purpose.
- Observe assessment conditions and health and safety compliance
- Review evidence gathered by assessors during the practical tasks of the assessment is sufficient, valid and reliable to support effective moderation of the OS assessments.

No moderation activity takes place during this monitoring visit.

Observations are a snapshot at the time of the visit and only a sample of learners from the cohort. The ultimate responsibly for conduct of the assessment remains with the centre delivering the qualification

Please note – moderators are not permitted to give feedback on the accuracy of centre marking, or to comment on whether candidates are likely to pass or fail. This is to ensure all candidates are treated equally and there is a valid and reliable moderation process across the whole cohort of learners.

5.1. Arranging Occupational Specialism Visits

The process for arranging Occupational Specialism visits is as follows:

- Providers will be informed where City & Guilds intends to carry out a Occupational Specialism in the academic year. Providers may also request an Occupational Specialism visit from the Quality team in advance. However, the request must be received before the last working day in December of the academic year and a fee would apply for any provider-requested Occupational Specialism visit.

- Moderators are allocated to the centre. In general, the ratio will be one per occupational specialism, but there may be instances where multiple occupational specialisms can be covered by the same moderator.
- The moderator will need to observe any practical task, which generates significant ephemeral evidence.
- The provider must provide the proposed scheduling for this part of the assessment along with details of all assessors and Internal Quality Assurers (IQAs).
- The moderator then confirms with the provider which assessment session they will attend.
- The visit must be organised to view the earliest practical assessment, delivered to the first cohort or group of candidates within the assessment window. In order to ensure that any guidance and feedback on provided materials, evidence gathering and recording can be applied by the providers assessors to all candidates in their cohort

5.2. Occupational Specialism visit sample

It is recommended that moderators observe a sample of up to six candidates per assessment task, dependent on how many candidates can be observed during one visit

The sample should ideally include candidates across the range of performance. Providers can use predicted performance to plan for this spread. Where there is more than one assessor involved, the sample should include candidates assessed by each assessor. If there are practical difficulties in achieving this, providers should discuss this with the moderator in advance.

5.3. During the Occupational Specialism visit

During the visit, the moderator will work alongside, but independently of, the centre assessors.

Moderators will observe the sample of candidates identified and take notes on performance.

Once the candidate sample has been observed, the moderator will review the evidence they have gathered, alongside the evidence gathered by the assessor(s) for these candidates. This includes assessor notes and any appropriate supporting evidence e.g. photographic evidence.

The moderator will provide verbal feedback to the IQA (or lead assessor) on the following areas:

- whether the evidence produced by the assessor/s was appropriate for the task, focused on the right areas and aligned with the correct assessment themes (ATs)
- whether the evidence collected by the learner was sufficient, valid and of the appropriate quality to support marking and moderation
- whether the evidence collected provided clear descriptions of the performance which validated / justified any subjective language / conclusions (e.g. what was it about the performance made it ‘good’ or ‘excellent’)
- whether assessors / tutors are collecting evidence on learner performance across the full range of ATs

- whether additional evidence could be provided to ensure that the moderator gets a clearer view of the candidate performance
- Advice and guidance on the format of the tutor/marker notes and the nature of any supporting evidence (e.g. whether video or photographic evidence validly represent the candidates' work, how to label/ identify this evidence)
- A comparison of the evidence gathered by different assessors highlighting examples of good and poor practice (where relevant)
- Any follow up actions that the provider should take.

The Lead Assessor / IQA is responsible for making sure that any feedback provided by the moderator during the visit is then used to ensure the production of high-quality evidence by all assessors, which will support the subsequent marking and moderation. Where other practical sessions have already taken place (i.e. with a large cohort, or long practical assessment), this may require the provider to review the evidence from earlier observations to ensure it meets the required standard.

5.4. After the Occupational Specialism visit

Once the visit has taken place, the centre will be provided with an Occupational Specialism visit report (TL-R1) feedback report (which will capture the verbal feedback the moderator has already provided).

Providers must take this feedback into account before continuing their assessment and marking activity. This may mean reviewing the evidence collected for candidates who completed the practical assessment task prior to the visit, if necessary.

6. Remote moderation

6.1. Submission of marks and evidence

Providers must submit the following via the Moderation Portal by the deadlines specified in the Key Dates Schedule:

- All candidate marks for the occupational specialism
- Sample of candidate evidence as required
- All relevant forms, completed fully and accurately, including evidence of the standardisation gateway test

Where any of these are incomplete or missing, moderation will not be able to take place.

Following the submission by the centre, the moderator and/or City & Guilds may request additional candidate samples, or any missing evidence or forms at any time to ensure sufficient scrutiny. Providers must upload any additional requested evidence within three working days. Failure to do so will result in delays to the moderation process and release of results.

6.2. Moderation

Moderation is the external quality assurance process for the provider marking of the occupational specialisms (with the exception of Management and Administration T Level where the Occupational Specialism is externally marked).

Once centre marking is complete, City & Guilds moderators re-mark a representative sample of candidate evidence for each occupational specialism, to determine how closely the providers marking aligns with the national standard. This dictates whether centre marks are accepted and if not by how much they should be adjusted in order to bring them into alignment with the set standard. An adjustment can be positive or negative (i.e. marks can go up or down). If an adjustment cannot be reliably made, the whole cohort will be remarked by City & Guilds.

Technically qualified Moderators are employed by City & Guilds to undertake this work. Quality assurance is maintained in the following ways:

- A Principal Moderator is assigned to all subject areas. They are responsible for ensuring there is a consistent and common standard of marking within their moderating team
- Moderators attend generic and subject-specific training, including on the use of the marking grid
- Moderators complete a standardisation activity for each assessment they are marking, to ensure that they are marking accurately and consistently in line with the standard set by the Principal Moderator
- Moderators are regularly sampled throughout the marking period, by the Principal Moderator and/or Lead Moderators, to ensure that they are consistently aligned to the set standard.

6.3. Moderation sample

The moderation sample for each assessment must include the highest marked and lowest marked candidate work, and a representative range in between. This means that the sample of evidence provided by centres must be spread across the range of marks being submitted - evidence must not only be provided for the highest-marked candidates or the lower-marked candidates, but must provide the moderator with a selection across the whole range of performance.

First-time delivery

For a providers first-year delivery of an occupational specialism assessment, a centre must provide evidence for **all** candidates. There is no sample to select, you must upload evidence for all candidates.

Subsequent delivery

Subsequent years' delivery (i.e. not the first time the specific occupational specialism has been delivered by a provider), the number of candidates required in a sample are as follows:

No of candidates	Sample size
20 or fewer	All candidates
21-100	20
101-200	30
More than 200	35

If the selected candidate sample does not meet requirements or if further quality assurance is required, moderators will request additional or replacement candidates to be included.

Where moderators request additional samples of candidate evidence, centres must provide this work within three working days in order to facilitate the moderation process and release of results.

Other factors that should be considered when selecting candidates for the representative sample are:

- Inclusion of work marked by all markers for an occupational specialism (if there is more than one)
- Marker to candidate ratio (i.e. If one marker marked the majority of the work, this should be reflected in the make-up of the sample)

- Inclusion of any candidates observed during any Occupational Specialism visit (where this is applicable)
- Any candidates identified on the Personal Interest Form (if used) must be included in addition to the sample size set out in the above table.

6.4. Moderation outcomes

Moderation of centre marking, for each occupational specialism, will have one of two outcomes:

Centre marks are accepted	Centre marks will be accepted where centre marking is found to be within tolerance* of the agreed national standard for the assessment.
Centre marks are adjusted	Centre marks will be adjusted where centre marking is found to be either lenient or harsh. In these instances, City & Guilds will make an adjustment to all candidate results to bring them in line with the agreed national standard for the qualification. A full remark will be undertaken where an appropriate adjustment cannot be made to centre marking. This is normally where internal standardisation of marking has either not taken place or was not effective in a centre. In these instances, centres will be required to upload evidence for all candidates in the cohort to the Moderation Portal.

*The moderation process allows for a tolerance of mark difference between the moderator and centre marks. Tolerance is set on the understanding that the marks given to a candidate by a centre may reasonably vary from those that would have been given by the awarding organisation. This is on the basis that it may not be reasonable to expect exact agreement, so a degree of variation may be allowed, within a certain tolerance.

Where centre marks are within tolerance of moderator marks, centre marking is accepted. Where they are out of tolerance, City & Guilds will make necessary adjustments to align them with the agreed standard.

Section F
Requirements for uploading evidence

7. Requirements for uploading evidence

Providers must pay close attention to the task requirements in the assessment packs and ensure that the candidate evidence they submit demonstrates that the task has been fully met, shows candidate ability, and supports the awarding of marks.

For tutor evidence (Candidate Record Forms and Practical Observation Forms), providers must ensure that they are fully and clearly completed and that any observations of performance align with the candidate evidence submitted.

7.1. Content of evidence

Candidate evidence should show the processes used by the candidate to perform a task. It should be a tool to help visualise the actions performed by the candidate while completing the task, not just the final result.

Only files related to the specific unit/assessment should be uploaded against an assessment record.

The Moderation Portal has the functionality to allow evidence to be uploaded at cohort level or individual candidate level. Cohort-level evidence must be uploaded to the ‘Documents’ tab once a qualification and assessment has been selected. Candidate-specific evidence must be uploaded directly to the relevant candidate’s record.

The table below details which types of evidence count as ‘cohort evidence’ and which count as ‘candidate evidence’:

Candidate-specific evidence	Cohort-level evidence
Candidate Record form (CRF)	Standardisation Declaration Form (and any additional standardisation evidence requested by the moderator)
Practical Observation form (PO)	Gateway test evidence and declaration record
Peer Review Form (PR) – if applicable	Personal Interest form
Declaration of Authenticity	
Candidate assessment evidence	

Providers must ensure that the correct type of evidence is uploaded to the correct record.

7.2. Labelling of evidence

Clear labelling supports the moderation process, as it indicates what evidence contains and how it relates to the task.

Evidence should have a file name that clearly indicates the content of the document (task/type of unit/name of student).

We strongly recommend the following file name convention style:

- XYZ9753_Firstname_Lastname_0172-030_Task_1_Report
- XYZ9753_Firstname_Lastname_0172-030_Task_2_Practical_evidence
- XYZ9753_Firstname_Lastname_0172-030_Task_2_Recording
- XYZ9753_Firstname_Lastname_0172-030_Task_3_Photos
- XYZ9753_Firstname_Lastname_0172-030_Task_4_Slide deck

Providers must include the candidate's name and enrolment number in the filename as above. This helps the moderator to reconcile the evidence.

Labelling should be consistent throughout the cohort, with each candidate's evidence using the same file-naming conventions.

7.3. Number and type of documents

Providers are reminded that the relevant assessment pack contains guidance on what candidates must present for marking. This, along with centre generated evidence, is the evidence that must be uploaded to the Moderation Portal.

Providers should consider the format of evidence produced for a task in order to facilitate it being scanned/uploaded.

The number of documents should be kept to a minimum and where possible evidence for full tasks should be kept together in a single compressed (zipped) file.

Where evidence consists of several images, providers must combine these into one file. Programmes such as Adobe Acrobat allow PDFs to be combined into a single file. Please remove any blank pages from documents.

Video records must only be provided where the assessment pack clearly indicates they are a requirement. Providers must strictly follow any specific guidance for videos which is provided (such as maximum length of a video or how videos are captured).

Photos should be clear and fully display the evidence required for applying the mark scheme. If a task requires fine detail to be evidenced, then photos should accurately capture this.

Providers should consider the lighting and framing of photographs and videos to ensure that they clearly show the candidate's evidence. If photographs and/or videos are unclear, or out of focus, this will inhibit the moderator's ability to assess whether the task requirements have been met.

Each photo should also have clear annotations to describe the activity being evidenced. Any which do not indicate what the evidence is showing may be disregarded.

Scanned images and documents must be checked for clarity, with handwritten documents.

Where possible candidates should be discouraged from producing handwritten pieces, however if they do then they must use black ink.

Drawings should be carried out in a very dark pencil or black pen.

7.4. Video evidence

7.4.1. Minimum evidence requirements

For any part within the occupational specialism where there is a requirement to submit video evidence, the evidence must meet the following minimum requirements:

- Providers must ensure that this evidence can be easily matched to the correct candidate and task, is clearly shot, well-lit and shows the areas of particular interest in sufficient detail and clarity for assessment

You **must not** submit video evidence unless it is explicitly required as set out in the assessment pack.

Further guidance around video evidence can be found in the City & Guilds / ILM Quality Assurance Standards: Centre Assessment document under Appendix 1, found on the City & Guilds website within the Centre Document Library.

Before delivering any assessment that requires video evidence to be captured, it is important that the video and audio is tested before (eg a trial run) and checked after. This includes understanding the video file size that will be generated, video quality may need to be reduced to ensure manageable file sizes.

A microphone separate from the recorder should be considered to ensure good quality audio can be captured (where audio is required).

Please ensure that larger files, such as videos are compressed to reduce their size. We do not require video files to be of high-definition quality, they just need to be of reasonable quality and without pixelation.

You should ensure each file is no more than 2.5Gb in size. It is recommended that lower resolution formats for videos are used when recording to achieve this.

7.4.2. Use of video conferencing programmes to present

For the Employer-Set Project, students are required to deliver their presentations **live and in-person** to a face-to-face audience. Remote presentations are **not** permitted. Here are the key points to follow:

1. **In-Person Requirement**:
    - Students must deliver their presentations in the same room as their assessor.
    - The presentation **cannot** be delivered remotely via video conferencing tools such as MS Teams or Zoom.
    - The student must be physically present in the room with the assessor during the presentation.
    - Virtual presentations via video conferencing are not allowed.
2. **Recording the Presentation**:
    - Video conferencing tools (e.g., MS Teams, Zoom) can be used to record the video and audio of the presentation.
    - The recording should capture the full length of the student standing next to their presentation displayed on a screen.

By following these guidelines, centres can ensure that their students' presentations meet the requirements for Employer-Set Projects.

7.5. File formats

Please ensure that all evidence is uploaded using a file type as listed in our acceptable file formats:

File extension	Description
doc	Microsoft Word document
xls	Microsoft Excel worksheet
pps/ppt	Microsoft PowerPoint document
pdf	Adobe PDF document
htm	Web document
html	Web document
zip	Archive file
gif	Image file
png	Image file
jpeg	Image file
bmp	Image file
docx	Microsoft Word document
pptx	Microsoft PowerPoint document
xlsx	Microsoft Excel document

mp3	Audio file
avi	Video file
m4v	Video file
mov	Video file
mp4	Video file
qt	Video file
vm	Video file
wmv	Video file

Get in touch

The City & Guilds team are here to answer any queries you may have regarding your T Level Technical Qualification delivery.

Should you require assistance, please contact us using the details below:

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W: www.cityandguilds.com/tlevels

Visit our T Levels Resource Hub.

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